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## English Subject Components

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**Speech** (not a subject until 1907)

**Reading** (minor revision)

### 168. General Principles

The aim of the teacher should be to secure intelligent and expressive reading in all classes. Pupils should be made to understand what they read, and then to read it in such a way as to show that the meaning has been grasped. To this end, explanation, illustration, and pattern reading must be frequent.

Simultaneous reading, if judiciously used, will be found very valuable. The teacher should first read the passage with correction inflexion and emphasis, and then cause the pupils to repeat it after him. If he finds that they cannot give the proper emphasis and modulation with their books before them it will be well to make the attempt with their books closed. Every effort must be made to prevent the children from falling into a monotonous and sing-song style.

Special attention is called to the arrangement by which extra marks are allowed for good expression and an intelligent knowledge of the subject matter. After a reading lesson pupils should be required to give the substance of it in their own words (with the assistance of questions from the teacher if necessary), care being taken to see that complete sentences are always used. This plan affords good training in language. In order to see that separate words are properly understood, the children should be practised in forming them into fresh sentences rather than in giving synonyms.

It should not be considered that the teacher's work is completed, if his pupils can read correctly the words of the textbook which happens to be specified for the class. His aim should be to develop a love of reading as far as possible. With this end in view, it is suggested that some time might be devoted to reading aloud interesting stories, accounts of travel, or the like, the readers being selected from the best scholars. Probably such a reading might be given with advantage during the lessons in needlework.

In order to encourage a further taste for reading, a small paper ("The Children's Hour") is published by the Department for circulation among the scholars. Several teachers have done useful work by establishing school libraries.

**169. Junior Division.** – The course for this class is divided into two parts. As a rule, children will not be promoted to Class I. until they have reached the full age of seven years; but as many come to school at five years of age it appears necessary to provide for more than one year's instruction in the junior division. It is understood, however, that such children as are seven years old will be promoted, if they satisfy the inspector in either standard.

- A. (Lower). – To learn the sounds of letters as illustrated in the Adelaide Reading Sheets and First Primer; to read from the same. The children should also be able to read such other words belonging to their ordinary vocabulary as may be made by the combination of the above-named sounds. They are also to be practiced in building up similar words by means of loose letters.
- B. (Upper).– To read the Adelaide Second Primer, and to be able to read or build up such ordinary words as may be formed by the combinations of sounds and letters illustrated in the two Primers; also to read the first forty pages of the Introductory Reader.

**Class I.**– Adelaide Introductory Reader; Adelaide Illustrated First Reading Book; any other approved book. The practice of requiring the pupils to make out words for themselves by combining sounds should be continued in this class.

**Class II.**– Nelson's second Royal Reader, new series; any other approved book.

**Class III.**– *Children's Hour* for Class III.; Tanner's Alphabet of the Principles of Agriculture; any other approved book.

**Class IV.**– *Children's Hour* for Class IV.; any other approved books

**Class V** No special reader is prescribed for this class, since the children may now be fairly expected to be able to read any passage which does not contain word of exceptional difficulty. Suitable books, such as "Robinson Crusoe," Miss Edgeworth's Tales, Southey's "Life of Nelson," Scott's "Lady of the Lake," Longfellow's "Evangeline," &c., will be supplied on approved requisition, but teachers are not limited to these books. *Children's Hour* for Class IV.

At the examination the inspector may require the pupils to read any ordinary passage of English.

## Writing (minor revisions)

**170. General Principles.**—A plain, firm, open hand is required, and will be easily secured if proper attention is given to the subject from the beginning.

The proper holding of the pen or pencil, good copies, and accurate imitation of them, are the main points to be insisted on at every stage.

This subject is to be taught by means of blackboard examples, copybooks, and transcription. The blackboard especially should be freely used in class teaching, not only for setting copies but for exemplifying and correcting mistakes. Blackboard examples should invariably be written with the greatest care so as to be as perfect models as the teacher can produce.

It cannot be too strongly insisted upon that the greatest care about even minute points is necessary in order to obtain good writing.

The inspectors will require a finished copybook to be shown at the examination. Such book must have been written in the ordinary course of school work, and will be required to exhibit careful teaching all through; no book can be passed if it is seen that the pupil has been systematically allowed to produce a slovenly imitation of the copy, or to hold his pen wrongly.

A special series of books has been prepared. It is expected that the children will write consecutively the books specified for the class, and the inspector may require satisfactory evidence that this has been done.

**171. Junior Division.** – To copy easy words on slates from the blackboard.

**Class I.** – Adelaide Copybooks, A, B, C. To copy on paper from the blackboard and from the reading-book.

**Class II.** – Adelaide Copybooks, D, E, F. Transcription on paper from the Reading-book, in bold smallhand, with correct spelling, capitals, and punctuation.

**Class III.** – Adelaide Copybooks, G, H, K. Transcription from the reading-book as before.

**Class IV.** – Adelaide Copybooks, L, M, N. Transcription from the reading-book as before.

**Class V.** – Adelaide copybooks, O.

## **Spelling** (new copybooks produced and numbered by letters of the alphabet)

**172. General Principles.** – Spelling is taught by causing the children to look carefully at the words as they read, so that the eye becomes accustomed to the proper appearance; by transcription; by dictation; and by learning words of exceptional difficulty by heart.

After the reading lesson it will be found advantageous to require suitable words to be spelt orally, or, better still, to be written on the slate.

The greatest care should be taken to see that capitals and stops are exactly copied in a transcription exercise as well as that the spelling is quite correct.

To be really useful a dictation lesson (as distinguished from examination) should be prepared beforehand, e.g., a class may be told that their dictation on the next day will be taken from a given page. The teacher should always endeavor to *prevent* the child from spelling the word wrongly.

Special attention should be paid to such words in common use as are liable to be mis-spelt.

The dictation and transcription books prescribed for the several classes are to be shown to the inspector at the annual examination.

**173. Junior Division.** – To copy on slate from blackboard words selected from their reading-book. The only capital letter required is I. To form such words with loose letters.

**Class I.** – To copy on slate and paper from blackboard and from the book a passage selected from the reading-book, with proper stops and capital letters. To learn to spell orally, or from dictation, such words as may be formed by the combination of the sounds illustrated in the Adelaide Primers and Introductory Reader, and Adelaide First Reading Book.

**Class II.** – To write from dictation a passage selected from the reading-book, Transcription and dictation in exercise-books.

Careful attention must also be paid to common words likely to be mis-spelt in written composition, e.g., *their* and *there*, *has* and *as*, &c.

**Class III.** – Dictation from *Children's Hour*, Class III. Transcription and dictation in exercise-books. Common words liable to be wrongly spelt.

**Class IV.** – To write from dictation a passage selected from the *Children's Hour*, Class IV., containing no words of exceptional difficulty. Transcription and dictation in exercise-books. Common words liable to be wrongly spelt.

**Class V.** – To write from dictation any ordinary passage. To write such passages from dictation in an exercise-book during the year. Transcription is not required in this class.

**Grammar** (From 1890 Grammar is included under 'Language')

**Language** (minor revisions -incorporates Grammar and Oral and Written Composition)

**174. General Principles.** - It is admitted to be an essential part of the duty of the elementary school to train its pupils to use their own language correctly, both in speaking and writing. Experience allows that this is not to be accomplished by teaching formal grammar, with its long array of technical terms, but by steady practice in oral and written composition, beginning when the child enters the school and continued till he leaves.

The subjoined programme has been drawn up to indicate the lines which should be followed in the different classes. It will be seen that very little formal grammar is retained, and it is expected that the terms mentioned will (as a rule) be learnt in connection with the sentences framed by the pupils themselves.

Conversation is intended to play a leading part in the instruction – conversation in which the children should be active participators. The subjects will be found in daily life. in pictures, in the reading and poetry lessons, and in other branches of school work. An easy, natural tone should be cultivated.

It is highly important to see that *no error in speaking or writing is allowed to pass uncorrected*. Corrections should be made by the children rather than by the teacher. In written work the corrections should be made in the class, a plan ten times as effective as that of taking the books or slates away, for correction when the pupils are not present.

To sum up it may be said that training in the use of English should form a part of almost every lesson, instead of being confined to the time specially indicated for composition on the time table.

**175. Junior Division and Class I.** – These classes should be trained to answer questions in complete sentences.

They should also be taught to give the substance of their reading lessons in their own words, using complete sentences as before.

Special conversation lessons will be given on the events of school or home life, on pictures, and on their special (object) lessons.

**Class II.** – (a) *Oral* – As before. In the reading and poetry lessons a knowledge of the meaning of the more difficult words should be tested, by combining them into fresh sentences. The poetry learnt in the class should form a special subject of conversations.

(b) *Written.* – To learn the use of capitals, full stops, the note of interrogation, and the apostrophe.

To pay special attention to the spelling of words of frequent occurrence in composition, and of names of common objects. Unusual words should be placed on the blackboard for the children to copy.

To write complete sentences in answer to questions on their reading or poetry, on pictures, or on a short story.

To learn the meaning of the grammatical terms noun, pronoun, verb, adjective, subject and predicate. These terms should be learnt at first from the sentences composed by the children.

To frame sentences from given nouns, verbs, &c. To put subject to given predicate or predicate to given subject. To supply given parts of speech in elliptical sentences.

**Class III.**— As before, and in addition: – To learn to use commas, semicolons, notes of exclamation and quotation marks.

To write a short summary of a reading lesson or of a piece of poetry committed to memory; or to give in writing the substance of a short story, or a description of a picture.

To understand and to use adverb, preposition, conjunction, and interjection; number, gender, and tense (present, past, and future).

**Class IV.**— As before, and in addition: – To learn to give orally the substance of a story or a descriptive passage prepared beforehand.

To learn to write and address a letter.

To understand and to use common and proper nouns; case; transitive and intransitive verbs, active and passive voice; comparative and superlative of adjectives and adverbs.

To analyse easy simple sentences.

**Class V.**— As before, and in addition: – To write a short essay. To learn as much English Grammar as is explained in Davidson and Alcock's First English Grammar, and also the analysis of complex sentences.

## Poetry and Recitation

**176. General Principles.**—All classes should commit to memory a sufficient number of pieces of poetry, which they should be taught to recite with proper expression. The teachers must select their own pieces from the Poetry Books published by the department, or from the *Children's Hour* for the year.

Particular care should be taken to see that the children have a perfect understanding of the poem chosen, and the inspectors will give special attention to this point at the examination. In the lower classes the simpler and more dramatic the piece the better will be the result. In all classes it will be advisable for the teachers to read the poem first, and also to practise the class in simultaneous recitation, with suitable expression and appropriate action.

**177. Junior Division.**— Not less than twenty-four lines per quarter.

**Class I.**— Not less than thirty-six lines per quarter.

**Class II.**— Not less than fifty lines per quarter.

**Class III.**— Not less than seventy-five lines per quarter.

**Classes IV. and V.**— Not less than one hundred lines per quarter.

*Note.*— Teachers of small schools are recommended to combine their classes for this subject. The Juniors and Class I. might always be taken together, and similarly Classes III. and IV. Class II. might be taken with either division, as more convenient.

In following out this plan, it will be necessary to see that the selections are well varied, so that the children are not called upon to say the same pieces over and over again.

